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# Mt. Zion School District Gifted Elementary Reading/Language Arts Program

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MT. ZION SCHOOL DISTRICT  
GIFTED ELEMENTARY READING/LANGUAGE ARTS PROGRAM  
(TITLE)

BY  
WILLIAM D. FANCHER

FIELD EXPERIENCE  
**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

SPECIALIST  
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1981  
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
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GIFTED READING/LANGUAGE ARTS PROGRAM

By

William D. Fancher

M.S. in Ed., Eastern Illinois University, 1973

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements  
for the degree of specialist in Education at the  
Graduate School of Eastern Illinois University

Charleston, Illinois

1981

**409997**

Mt. Zion School District Gifted Reading/Language Arts  
Program

William D. Fancher

ABSTRACT

Differentiated curricula for gifted and talented students are necessities for any school district which purports to serve the educational needs of all of its student population. During the 1980-81 school year, the Mt. Zion School District, Mt. Zion, Illinois, conducted a thorough investigation and began a total revision of its district-wide gifted program. Using a systems analysis approach to problem solving, a selected committee of administrators and professional staff conducted a needs assessment in order to determine the actual value of its existing program. Concluding that the existing program did not meet the needs of its gifted/talented youth, several alternatives were considered which, when implemented, would result in an articulated, sequential program in all subject areas. The total revision is expected to occur over a several year period, concentrating on one academic area each year. The first phase of the program development occurred in the reading/language arts area. Included in the paper is the total procedural development of the elementary reading/language arts program. Specifically, this development included teacher recruitment and training, determination of objectives, activities, and evaluation procedures, the screening and identification of students, and actual curriculum development. Appendixes include identification instruments and sample curricula. Procedures for both formative and summative evaluations are also established.

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## CURRICULUM PROJECT - GIFTED PROGRAM

### FOREWORD

A number of years ago, the Mt. Zion District implemented a gifted program to meet the needs of those students whose abilities, talents, and potentials were outstanding enough to require special provisions in addition to the usual curriculum.

Over the years, specific programs have come and gone, of both enrichment and acceleration types, which have been largely dependent upon the voluntarism of the teaching staff.

It has been determined that goals and objectives needed to be established for the district's gifted program and that all program development and revision occur within the context of these established goals.

Accordingly, the entire program has been scrutinized, using a systems analysis approach, and the results are capsulized in the pages to follow.

This booklet represents hours of time on the part of a number of teachers, staff and administrators; it represents a comprehensive goal-oriented approach to the districts' gifted program.

## INTRODUCTION

The purpose of this paper is to provide a written summary of the procedural development of a gifted reading and language arts program for grades 1 - 4, Mt. Zion School District, Mt. Zion, Illinois. A systems analysis approach to program development was utilized in a year-long effort to design and implement a program which would serve the specific needs of the Mt. Zion student population.

Appendix materials are provided as examples of identification instruments and potential curriculum for school districts with similar needs and characteristics.



## CHAPTER I

### PROBLEMS AND PROCEDURES

Periodically, within the Mt. Zion School District, individual programs are evaluated with respect to their effectiveness in meeting the needs of those students for whom the programs were initially designed and developed. During the summer, 1980, the central administration and the District Gifted Coordinator determined that a thorough revision was probably necessary if the gifted programs were to meet the present and future needs of participating students. Accordingly, a committee, selected by the Gifted Coordinator, began its investigation of the program in the fall of 1980.

COMMITTEE SELECTION. A systems analysis approach to gifted program development and revision required the following steps:

1. Selection of Committee
2. Needs assessment - to include: Goals & objectives and  
Determination of Gap
3. Alternative Solutions
4. Solution Selection
5. Implementation (to include teacher recruitment and training, and curriculum development)
6. Evaluation

To select a committee, the Gifted Program Coordinators first determined that a variety of individuals within the district needed to be included. This decision was based upon the recommendations of the Region V Area Service Center for Gifted and several publications authored by individuals who have devised and implemented gifted programs within school

districts across the country. Accordingly, the following persons served on the committee:

1. Shirley Kaczmariski - Gifted Program Coordinator  
(Co-Chairman)
2. Bill Fancher - Elementary Principal (Co-Chairman)
3. Mrs. Pat Peterson - Guidance Counselor
4. Mrs. Mary Kay Pearce - English Teacher
5. Mrs. Beverly Hight - Reading/Language Arts Teacher
6. Ms. Barbara Casper - grade 1, Mt. Zion Grade School
7. Mrs. Connie Futrell - grade 4, McGaughey Grade School
8. Mrs. Mary Tueth - grade 4, Dalton City Grade School
9. Ms. Rosalie Goffas, grade 4, Salem Grade School

It became the committee's charge to conduct a needs assessment and develop solutions for gifted program revision and development. Through a lengthy schedule of meetings, discussions, and attendance at various gifted conferences and workshops, committee members completed the steps of the program development and revision. The considerations and decisions of the committee are summarized on the following pages.

NEEDS ASSESSMENT. The purpose of a needs assessment is to determine those areas in which a particular program falls short of achieving the goals and objectives established for the program.

Global Goal: To provide each student in the Mt. Zion School District with education services directly suited to his/her needs and abilities.

Goal Validation: In a pluralistic and democratic society,

one goal is to offer various types of educational programs to meet the needs of individual diversity. Accordingly, Mt. Zion School District offers the following, in addition to its regular and required educational programs:

1. vocational education
2. work/study programs
3. special education for disabled and handicapped
4. gifted programs for talented children

Such diversity is seen as valuable, because it is recognized that the goal of education is one of preparing individuals to assume adult roles which are appropriate to their abilities and interests.

Goal Translation: The needs of gifted children vary according to the characteristics of giftedness that they manifest and the degree to which they exhibit these characteristics in the context of an educational setting. Responsible educators and research, however, both tend to support four goals for gifted education.

1. to provide opportunity for gifted/talented children to move at their own rate, regardless of chronological age or grade placement.
2. to provide diversity in the educational experiences of the gifted, in terms of instructional strategies, materials, and types of activities.
3. to provide challenging and stimulating environments which allow gifted children of similar abilities to learn from one another as well as on their own.

4. to provide counseling:

- a. coping with the exceptionality of giftedness
- b. decision making
- c. school/career/life planning

PROGRAM JUSTIFICATION. A statement by E. Paul Torrance provides substantial justification for gifted programming:

The longer that any talent or set of talents remains dormant and unused, the more confidently can it be predicted that the person will never really use such potential talent in his entire life.<sup>1</sup>

The extent to which a gifted individual will use his unique abilities will be markedly affected by the educational system in which he spends his developing years. It is often difficult to assess the loss to society of an unproductive but talented human being, but studies all over the country have shown that numerous highly intelligent students drop out of the public educational systems every year, many of them adopting totally unproductive lifestyles. While Mt. Zion does not have a large drop-out population, it has an inordinately large percentage of capable students who do not pursue education beyond high school. This has been, in fact, a frequent topic of discussion at school board meetings.

A second justification for gifted programming lies within the stated goal of the district for meeting the educational needs of all of its students. Equal educational opportunity does not apply solely to the average and the handicapped; it must apply to those who deviate above the mean as well.

A third and perhaps most important validation of a gifted

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<sup>1</sup> Torrance, E. Paul, Creative Learning and Teaching, p. 26

program is the pressing national need to develop and conserve our intellectual resources. The future problems with which our society must deal require human resources -- the skills of divergent thinking, creative problem-solving and, indeed, creative problem finding. A regular public school curriculum does not foster the development of these resources.

DETERMINATION OF GAP. A comprehensive gifted program will address the established goals in a highly systematic manner. Many programs, however, suffer from lack of systematic development and sufficient funding. Mt. Zion is no exception. Gifted programs have emerged in a haphazard, non-sequential manner, usually as a result of individual teachers who have taken initiative at one grade level or in one class. The following is a breakdown of the present gifted program at Mt. Zion:

Elementary - 4 buildings

1. 1st grade reading - Salem Grade School
2. 1st and 2nd grade mathematics - McGaughey Grade School
3. 1st grade visual and performing arts - McGaughey Grade School

Intermediate - 1 building

1. 5th and 6th grade science
2. 5th grade reading

Junior High - 1 building

1. 7th and 8th grade Jazz Band (visual & performing arts)

High School - 1 building

1. 9th, 10th and 11th grade English
2. 11th and 12th grade Science
3. 11th and 12th grade French

4. Visual and Performing Arts, 9 - 12

5. 11th and 12th grade Art

The result of the present program has been offerings to some students at some grade levels, depending upon their geographical location in the district, and the denial of any program to other children of the same grade levels. In addition, specific academic programs are offered at one grade level only, leaving the gifted student frustrated and bored as he advances to higher grade levels which offer no programs to meet his/her needs. In short, course work is not achieving the basic goals of a good gifted program, much less the educational goals of the district.

Repair and renovation of the present gifted program must be comprehensive. An articulated, sequential program, in line with State of Illinois guidelines, which will provide proper identification procedures, and program development which will eventually meet the needs of those identified children, is necessary. At the same time, there is the need to evaluate and revise those gifted programs presently in operation.

DETERMINING FACTORS IN PROGRAM DEVELOPMENT. In determining alternative solutions, the following must be considered.

1. State Law
2. Financial Constraints
3. Most Pressing Needs of Gifted Children in Our District
4. Teacher Availability
5. Teacher Training

State Law: The State of Illinois now recognizes two large areas of giftedness:

General Academic Ability: There is a minute percentage (usually no more than 1 - 2% of a school population) of children who exhibit superior talent in a number of areas.

Specific Aptitude: Most gifted/talented children exhibit their uniqueness in one or two specific areas. These may include any of the academic areas, visual and performing arts, leadership, and creativity.

The total target population in any school district is established at the top 5% of the school population. Identification of gifted/talented children must involve at least three separate and distinct instruments, usually some form of a standardized test, past performance record, and teacher and/or parent checklist. For the general academic area, an IQ test is required.

State regulations require the development of objectives, activities, and evaluation procedures for each gifted program at each grade level.

Financial Constraints: Gifted programs receive less funding than any other special education program, both at the state and at the federal levels. The Mt. Zion program receives approximately \$12,000 from the state, \$77 - \$85 per child. The district provides no funds whatsoever.

Given this constraint, repairs and renovation will have to be a phased process over a several year period; there simply are not the funds for a comprehensive approach.

Needs of the Gifted Children: After considerable discussion with other coordinators and regional consultants, as well as

course work and research, the program development committee has reached the following conclusions:

1. Program development should begin at the elementary level. If the total program is to be implemented in phases, programs can be added as these first elementary children move through the grade levels.
2. Program development should concentrate on one specific area at a time. To guarantee an articulated and sequential program, it is only reasonable to implement a K - 12 program in one area at a time, rather than to attempt implementation in several areas at once.
3. A priority list of areas for program development should be devised with target dates.

Teacher Availability: It is well recognized that the success of any gifted program depends on the willingness and abilities of its teaching staff. In Mt. Zion, gifted programs have tended to occur because of teacher voluntarism. There is little value in forcing a teacher to assume responsibility for gifted children, but methods for making such a choice attractive can be used. The gifted teacher must be offered support, some benefits, and recognition for his/her part in the gifted program. The following can be offered gifted teachers through the grant guidelines:

1. workshops and conferences for training
2. consultants to aid in program development
3. payment for curriculum development
4. money for materials and supplies
5. professional materials
6. lots of moral support and development of the conviction what he/she does makes a difference to the gifted child



Teacher Training: Grant funds provide enough to send most teachers to regional workshops and/or the annual state conference.

In addition there are yearly funds available for consultants who can be brought in. Training needs to concentrate on two levels:

1. Level I - Teachers  
giftedness  
identification  
dealing with the gifted child as a whole person  
content area enrichment  
critical thinking skills
2. Level II - Administrators and Coordinators  
program development  
legal issues  
administrative arrangements for gifted programs  
curriculum development  
staff development

#### POSSIBLE ALTERNATIVE PROCEDURES

1. Do nothing to change present program.
2. Throw out all present programs and begin again.
3. Develop a total program to cover all content areas at one building at a time, beginning at elementary level and working upward.
4. Develop K-12 program, one or two areas at a time.
5. Develop at one grade level at a time district wide.
6. Develop one program area at a time at elementary level, all four buildings, and try to meet up with some program area which already exists at upper levels.
7. Evaluate and revise what Mt. Zion now has and add to it over a period of years until we achieve a comprehensive plan.

#### SOLUTION SELECTION

A combination of #6 and #7 was seen to be the only viable solution for the following reasons:

1. Existing programs are not eliminated but instead evaluated and revised so as to coordinate with program goals and objectives, and to be logical extensions of the programs which will be developed at the lower levels.
2. Financial and time constraints will probably allow only one area of curriculum development at a time.
3. Because a sequential program in English already exists at the Senior High level, the most logical program to begin at the elementary level is a reading/language arts one which will feed logically into the existing program by the 1982-83 school year.

'81 - '82 grades K - 4 .

'82 - '83 grades 5 - 8 .

## CHAPTER II

### IMPLEMENTING THE PROGRAM

TEACHER RECRUITMENT AND TRAINING. In order to offer the elementary reading/language arts program to all identified children, grades 1-4, it was necessary to recruit and train one teacher at each grade level in each of the four elementary buildings.

Recruitment was a considerable task but was achieved primarily by an effective "sales" campaign. Early in the year, a meeting was held with all elementary teachers during which an enthusiastic presentation summarized the exciting and worthwhile aspects of working with gifted children. Teachers were informed that, if they volunteered for this program, they would be sent for training, on school time, at no cost to themselves; materials and supplies could be purchased easily; they would be paid for curriculum work completed during non-school hours.

All teachers who volunteered to take on the task of gifted education were sent to Level I training, provided by the Regional Area Service Center for the Gifted, during the fall and winter. Such training consisted of the nature and characteristics of giftedness, dealing with gifted children, individualizing programs for gifted, etc. The teachers returned more enthusiastic than before.

Because the decision had been made to begin with the language arts curricular area, all teachers were sent to one of two spring workshops - Elementary Language Arts, offered in Danville, Illinois, and Critical/Creative Thinking, offered in Rantoul, Illinois. In addition, at a regularly scheduled

district inservice, a reading consultant from Illinois State University gave a 3-hour training session on developing a reading/writing program for gifted students.

IMPLEMENTATION. Once teachers had been successfully recruited and trained, the arduous task of curriculum development began in the spring, 1981. Teachers and the original committee co-chairmen began by establishing objectives, activities, and possible evaluation instruments for the program:

#### Objectives

1. Identified students will increase language skills by 2 grades beyond placement.
2. Identified students will develop expository writing skills by at least 2 levels on a pre-post writing sample.
3. Identified students will improve their abilities to read critically by 30% as a result of the programs.
4. Identified students will show 2 years growth in the area of vocabulary.
5. Identified students will improve critical and creative thinking abilities by 30% on a pre-post test measure.

#### Activities

1. Students will analyze and evaluate special reading materials including classics, Jr. Great Books, Valuetales, etc.
2. Students will learn a minimum of 10 vocabulary words a week.
3. Students will participate in a variety of district-wide activities, including Young Authors and Spelling Bee.
4. Students will complete individual research units.

5. Students will construct paragraphs in the form of topic sentence, attitude, support statements and summary.
6. Students will write in class at least 2 times a week.
7. Students will participate in group discussions dealing with reading material and values clarification.
8. Students will complete critical and creative thinking exercises (mind benders and simple logic problems).

EVALUATION INSTRUMENTS: All students will be evaluated annually, using the following criteria:

1. Students will achieve at least a 93rd percentile score on their STS Educational Development Series (Verbal, English, and Reading).
2. CAT reading comprehension (80% proficiency at 2 grade levels above).
3. Holistic scoring of writing samples on pre-post test basis.
4. Teacher-made vocabulary tests.
5. Performance on research unit (teacher evaluated).
6. Student evaluation of program by survey.
7. 90% of the students will have received a grade of B or better in Reading/Language Arts.
8. Parental Evaluative Survey.

Once objectives, activities and evaluation procedures had been determined, the teachers were exposed to a wide variety of materials and readings in order to develop a specific curriculum. Four curricular areas of enrichment were deemed necessary to meet program objectives. These were:

1. Reading enrichment
2. Vocabulary
3. Creative writing
4. Critical/Creative thinking

The tentative curriculum for the first year of implementation is included as Appendix A.

SCREENING, IDENTIFICATION, AND PLACEMENT. Screening and identification of children for the elementary reading/language arts program involves the following instruments:

Standardized Test Scores

1. Scores of STS Test of Educational Development (given to all 2nd and 3rd grade students in the district).
2. Scores on the reading comprehension portion of the California Achievement Test (grades 1-3).
3. Scores on Metropolitan Readiness Tests (Kindergarten children only): Test #1 - Word Meaning; Test #4 - Alphabet.

Other Test Instruments

E. Paul Torrance Circle Test of Creativity: scored for fluency, elaboration, frequency, and originality. (See Appendix B).

Checklists

1. Teacher (see Appendix B)
2. Student (See Appendix B)
3. Parent (See Appendix B)

The procedures are completed in the order in which they are listed above. Selection, placement or non-placement is the responsibility of the district Screening/Placement Committee. Notification of placement or non-placement is the responsibility of the Gifted Program Coordinator, and an appeals procedure is included in the process.

EXPLANATION OF INSTRUMENTS. The following is a brief description of identification instruments to be used. Standardized tests are available through their publishers; checklists are included in Appendix B.

Standardized Tests:

STS Test of Educational Development

This standardized test is given all elementary children, grades 2, 3 & 4. Scores are reflected in a percentile. For the reading/language arts program, scores on verbal, reading, and English portions will be considered.

California Achievement Test - only the comprehension portion

This test will be administered to all 1st, 2nd, and 3rd grade children in the district. Scoring is to be completed by a committee of district personnel, and will be tabulated on the basis of total number of correct answers. Target screening cutoff has been set at the top 8%.

Metropolitan Readiness Tests - (#1 and #4)

These tests will be administered to all Kindergarten children in the district. Scoring is to be completed by district personnel and will be tabulated on the basis of total number of correct answers. Target screening cutoff has been set at the top 8%.

Other Instruments:

Torrance Test of Creativity

While not bearing the same weight as standardized test scores, it is felt that there should be an attempt to identify those children who exhibit a high degree of creativity. A

student who scores well on the standardized tests and who also demonstrates a high level of creativity, must be very seriously considered, for it is within the framework of a gifted academic program that creativity can be more greatly nurtured.

The Circle Test (see Appendix B) is scored on the basis of four criteria:

1. Fluency: the total number of objects drawn
2. Originality: the number of uncommon objects drawn. (determination of common and uncommon objects will be made based upon Torrance's own lists)
3. Flexibility: the number of different categories of objects drawn (e.g. wheels, animals, toys, etc.)
4. Elaboration: the number of objects which have detail beyond the commonplace. (e.g. whiskers on a cat, seeds in an orange half, etc.)

#### Checklists.

1. Kindergarten Checklist: The kindergarten checklist is primarily a nomination form, by which the teachers will attempt to name those students who exhibit certain learning/behavioral/personality characteristics often associated with a gifted/talented youngster.
2. Elementary Teacher Nomination Form: This form will allow teachers to name individual students in their classes who exhibit many of the characteristics of gifted/talented youngsters but who, for a variety of reasons, may not be considered as a result of the other instruments used. Once nominated, the student will receive consideration, even if test scores are not within the top 8% range.



3. Elementary Teacher Checklist: This form is to be filled out on each child who falls within the 8% cutoff range established as the target population from the standardized test scores.
4. Parent Questionnaire: This form is mailed to parents of children who have been screened for possible inclusion in the program as a result of the scores and teacher nominations.
5. Student Questionnaire: Students themselves can provide valuable information about their attitudes, personality, and abilities through an interest inventory. The inventory included in this packet is read aloud to the students in grades 1 - 3 as they fill in their answers.

FINAL SELECTION OF STUDENTS. To identify potential candidates and select children for the program, the following steps are involved:

1. All children, grades 2 & 3 had been given the STS series of educational development. Of particular interest are the verbal, reading, and English scores of those children in the top 5% of each grade level.
2. The committee co-chairmen personally administer the CAT Reading Comprehension Test to all 1st, 2nd, and 3rd grade children in each building. The top 5% scores are noted.
3. Each teacher, grades 1 - 3, is asked to complete the Elementary Teacher Nomination Form. (see Appendix B). Any child whose name appeared four or more times was noted.

4. Kindergarten children are administered the Metropolitan Reading Readiness Test. The top 5% scores are noted.
5. Kindergarten teachers are asked to complete the Kindergarten Nomination Form (see Appendix B). Any child whose name appears three or more times is noted.

At this point, a list is devised of potential children for each grade level (K-3) in each of the four elementary buildings. The committee co-chairmen then meet with each building principal and discuss the individual children, gaining added information whenever possible. Meetings are subsequently held with all teachers, by grade level, to discuss the initially screened children. Generally, a consensus is reached to place or not to place individual children. When agreement can not be achieved, the parental and student surveys are implemented (see Appendix B).

Upon identifying all students, letters and consent forms are mailed to the parents/guardians of each child selected, consent forms are returned to each building principal, and the children are thereby officially placed in the program.

CURRICULUM DEVELOPMENT AND SELECTION OF MATERIALS. The arduous task of developing the specific curriculum began in the spring, 1981. Four curricular areas were determined, as included in Appendix A of this work. Many meetings were held during which specific objectives were determined and materials selected and ordered.

## CHAPTER II

### EVALUATION AND FUTURE PLANS

EVALUATION. As teachers and students complete the units of study and activities of each curricular area, formative evaluation will be conducted. Teachers measure student achievement with pre and post-test instruments. Student reaction will be solicited so that areas and materials which are deemed ineffective may be revised.

Summative evaluation will occur at the end of one full year of implementation. Instruments to be used will be:

1. Standardized tests: Students must show a significant growth in reading comprehension, verbal ability, and vocabulary.
2. Creativity Tests: Additional Torrance Tests of Creativity will be administered to determine growth in this area.
3. Pre and post-test measures of critical/creative thinking skills will determine the effectiveness of this area.
4. Student writing samples will be kept and compared to determine growth.
5. A student survey will determine the children's general reactions and feelings about the program.
6. A parental survey will determine any growth factors which the parents have observed during the year.

REVISION. All program revisions will be based upon the six steps of evaluation listed on the previous page.

## PROJECTED PROGRAM GROWTH

The following schedule of program development has been devised.

1. 1981 - 82: Gifted reading/language arts, grades 5-8
2. 1982 - 83: Gifted mathematics, grades 1-6
3. 1983 - 84: Gifted science, grades 1-8.

APPENDIX A

TENTATIVE CURRICULUM

## CURRICULUM

### Elementary Gifted Reading/Language Arts Program

#### Grades 1 - 4

The reading/language arts program will provide enrichment activities for those identified students in four major areas:

- I. Reading Enrichment: students will be given reading experience beyond the basic reading program presently in use at the elementary level. The enrichment program will be geared to develop increased comprehension skills, verbal communication skills through discussion of reading subject matter, research skills through related report-writing, and values classification development through discussion of reading content.
- II. Vocabulary Growth: identified students will be introduced to vocabulary words both from their enrichment reading series and from teacher-created activities. Exercises will be geared to develop the students' ability to use the learned words effectively in speech and in writing.
- III. Critical/Creative Thinking Skill Development: students will be introduced to a variety of verbal and written analytical, deductive, and inductive thinking problems in order to develop their skills in problem-solving. Units on following oral and written directions will be included as well.
- IV. Creative Writing: through a variety of activities, students will have the opportunity to expand their creative thinking and writing abilities. Alternative activity choices will give students the flexibility to choose an area of interest and assume responsibility for their choices.

I. Reading Enrichment: The reading enrichment program, grades 1 - 4 will consist of the Valuetales series, a 40-volume collection of life stories of historical and contemporary famous people, each of whom has exhibited a specific value (e.g. honesty, courage, imagination, fairness, curiosity, etc.). Different levels of difficulty will allow 10 volumes per grade level. This series will be used to achieve objectives of reading comprehension skills, vocabulary growth, verbal communications skills, research skills, and values clarification growth. Children of each grade level will progress through the 10-volume series independently, completing all assigned activities, with the goal of completing the entire series in a one-year period of time.

SAMPLE UNIT: 2nd Grade

Volume: The Value of Courage: The Story of Jackie Robinson

Reading Comprehension Questions

1. Why didn't Jackie have much time for play when he was a boy?
2. What did Jackie think about as he sold hot dogs at the baseball games? What made him mad?
3. What kind of a baseball did Jackie first have?
4. What did courage mean to Jackie as a boy?
5. Where did Jackie become a star athlete?
6. Why did Jackie have to quit college?
7. Why did Jackie quit playing pro football?
8. Why were people unfair to Jackie?
9. What did Jackie do when the other baseball players did mean things to him?
10. Why did Jackie begin to play badly?
11. How did Jackie show courage when other players were mean or tried to hurt him?
12. What did Jackie do after he retired from baseball?
13. After reading this book, what do you think is the meaning of the word courage?

## VOCABULARY

Look up the following words in the dictionary. Write a sentence of your own, using and spelling the word correctly.

1. courage
2. ordinary
3. dugout
4. stadium
5. league
6. temper
7. professional
8. criticize
9. wisdom
10. prejudice
11. equality
12. discrimination

Taking Notes: On page 63 of this book, there is a short report of the life of Jackie Robinson. List the most important facts about Jackie's life.

Values: This book talks about the importance of courage. Answer the following questions in your mind so you will be ready to talk about courage during our round-table talk.

1. What does courage mean to you?
2. Is there something that is very hard for you to do? Maybe it's even something you're afraid of. How can you use courage to do it?



3. What are some things that 2nd graders must do that take a lot of courage?
4. Do you know someone who has had a lot of courage? Who? About what does this person need to have courage?

Evaluation Procedure: students' progress will be measured by the completion of each study unit with at least 90% correct completion of each section. His verbal communications skills will be rated on a scale of 1-5 during round-table talks.

II. Vocabulary Growth: vocabulary growth objectives will be achieved through the use of a variety of published and teacher-made activities.

A. Objective: student will increase his usable vocabulary by at least 5 words per week.

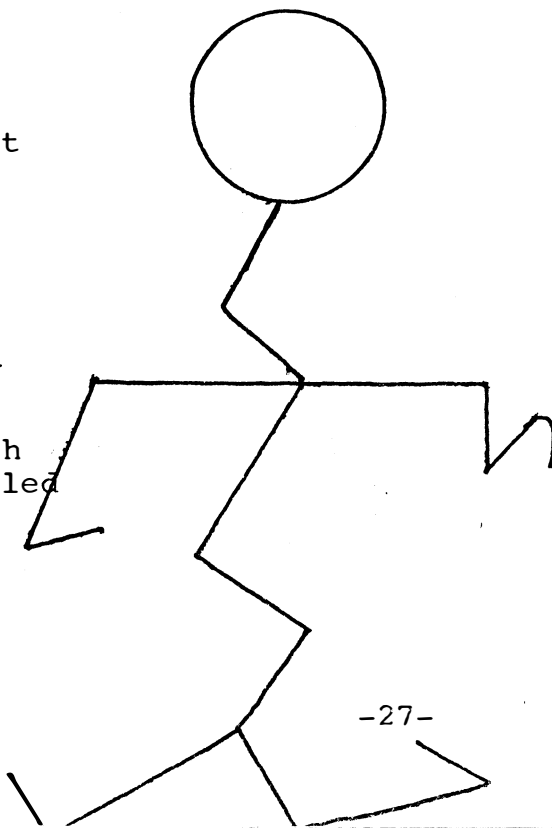
1. Activities

- a. complete vocabulary portion of each Valuetales reading unit. (see curriculum: Reading Comprehension)
- b. word analogy exercises (see critical/creative thinking skills curriculum)
- c. Teacher-made activities (samples)
  1. Making a word express its meaning. For example: can you write the word reflection to express its meaning.  
One Answer: REFLECTION  
BEEFECTION
  2. Learning the meanings of descriptive adjectives.

Draw a stick figure: Find words to describe various parts and have students draw in the parts according to the meanings of the adjective words.

Eyes  
hollow  
gaping  
bloodshot  
haunting

Skin  
scaly  
pale  
smooth  
wrinkled



3. Learning new meanings for old words. Draw an outline of a student on large sheet of white paper. Have students cover the outline with famous sayings that mention and relate to various parts of the human body.

- (e.g.)
1. The horse won by a nose (define nose in this context).
  2. I won by the skin of my teeth (define in context).
  3. Elbow your way through a crowd (define in context).
  4. He was out on a limb (define in context).
  5. She didn't have a leg to stand on.
  6. Foot the bill.
  7. Dry as a bone.
  8. Tough as nails.

4. Focus on words with thoughts and feelings.

Sample: Happy.

1. Make a list of things that make you happy.
2. Write your own definition of "happy".
3. What words mean just about the same as happy?

Write a list of them.

4. Write all the forms of the word happy you can think of (unhappy, happiness, slap happy). Put each form in a sentence.

2. Evaluation: Students will be rated upon completion of each activity, on a scale of 1-5.

## Vocabulary Growth Con't.

B. Objective: Student will increase knowledge of antonyms, synonyms, similarities and differences of words.

### 1. Activities:

- a. 1st & 2nd grade: Each grade will complete 5 sets of exercises covering antonyms, synonyms, similarities and differences (books of same title, Midwest Publications), of increasing difficulty.

#### Sample Item

Directions: Each line contains four terms. Read all four terms. They will all have something in common. Decide what this common thing is.

1. sock, shirt, shoe, jacket
2. bark, growl, whine, howl
3. meow, purr, hiss, yowl
4. diaper, bib, booties, bonnet
5. ball, wheel, plate, coin

- b. 3rd & 4th grade: Each grade will complete 5 sets of exercises of antonyms and 5 sets of exercises on synonyms of increasing difficulty. (Midwest Publications)

#### Sample Item

Directions: Each line contains 5 words. Read the first word and think about what it means. One of the next 4 words will mean the opposite of the first word. Circle it.

1. dull (new, clean, bright, cheerful)
2. interested (happy, excited, bored, unhappy)
3. pleasant (grouchy, crying, laughing, large)
4. serious (carefree, tragic, moody, honest)

## Vocabulary Growth Con't.

2. Evaluation: Student will receive percentage score on each exercise completed. Post-test will determine overall growth.

## III. Critical/Creative Thinking Skill Development

Objective: To develop analytical, deductive, and inductive thinking skills in problem-solving.

### Activities

#### 1. Deductive Thinking Skills:

- a. Mind Benders, by Anita Harnadek

1. 1st grade: Warm Up Mind Benders will be read aloud to the students for discussion and argument. A total of 100 problems will be introduced to the children during the year.

Sample Problem: Charles, Mabel, Thomas, and Carrie are the first names of my mother, my father, my brother, and my sister. I am older than Mabel. Thomas is younger than I am. How is each person related to me?

2. 2nd grade: Mind Benders Level A will introduce students to the use of charts to solve deductive reasoning problems. A total of 75 problems will be given during the year.

Sample Problem: A cat, a small dog, a goat, and a horse are named Angel, Beauty, King, and Rover. Read the clues to find each animal's name.

1. King is smaller than either the dog or Rover.
2. The horse is younger than Angel.
3. Beauty is the oldest and is a good friend of the dog.

## Critical/Creative Thinking Skill Development Con't.

	A	B	K	R
C				
D				
G				
H				

3. 3rd grade: Mind Benders Level B will introduce students to deductive thinking problems which are of medium difficulty level. They are of the same format as Level A problems, but will have a greater number entries and clues. A total of 35 problems will be introduced during the year.

4. 4th grade: Mind Benders Level C will introduce students to problems of a high level of difficulty. The problems will follow the same chart format as Levels B and C but will include as many as 27 entries and 25 clues. A total of 20 problems will be introduced during the year.

C. Syllogisms by Michael Baker: Three books will be used, at the 2nd, 3rd, and 4th grade levels respectively, to introduce elementary students to the deductive thinking processes of logic.

1. 2nd grade sample problem:

Assume the following:

1. If Susan wins the spelling contest then she will win a trophy.
2. If Susan receives another trophy this year, then she will have won a total of 4 trophies in 4 years.
3. Susan does not win the spelling contest.

## Critical/Creative Thinking Skill Development Con't.

### Questions:

1. Did Susan win a trophy?
2. Could Susan win 4 trophies in 4 years?
2. 3rd grade sample problem:

### Assume the following:

1. If Bonnie cooks either a large lunch or a dinner and does not use any mushrooms, then John will not have to go to bed hungry.
2. If John does not have to go to bed hungry then he will play well in baseball but poorly in rugby.

### Questions:

1. If Bonnie cooks dinner with mushrooms but lunch without mushrooms, will John play well in baseball?
2. If John plays well in rugby will he play poorly in baseball?
3. If John plays poorly in rugby did Bonnie cook a meal?
4. If John plays well in rugby and poorly in baseball, did Bonnie cook a large lunch or dinner?
3. 4th Grade sample problem:

### Assume the following:

1. If Laurie finishes her art work and mathematics before Friday at noon, then she will travel to Germany or Scotland to study philosophy.
2. If Laurie will travel to Germany or Scotland to study philosophy then she will not be able to enter the Boston and New York marathons until the following year.
3. If Laurie will not be able to enter the Boston or New York marathons until the following year then she will not wish to study philosophy in Scotland.

## Critical/Creative Thinking Skill Development Con't.

### Questions:

1. If Laurie was not able to enter the Boston marathon until the following year would she wish to study philosophy in Scotland?
2. If Laurie will travel to Germany to study philosophy would she wish to study philosophy in Scotland?
3. If Laurie was not able to enter the Boston and New York marathons until the following year would she study philosophy in Scotland?
4. If Laurie finishes her art work before Friday at noon and travels to Germany to study philosophy then she will not wish to study philosophy in Scotland. (true or false)

## 2. Analytical Thinking Skills

- A. Following Directions: A series of units and exercises will develop listening and reading skills in understanding and following directions.

### 1st Grade:

1. Following Directions, Book A by Anita Harnadek: Students will have directions read aloud to them by the teacher and will analyze the meaning of the directions and follow them.

### Sample problem:

- a. On your paper, draw a straight line from the upper left corner to the lower right corner.
- b. Draw a curved line from the upper left corner to about the middle of the first line, making the curve go to the left of the first line.
- c. Write your name between the two lines.



## Critical/Creative Thinking Skill Development Con't.

- d. Turn your paper so that your name reads straight across.  
Write "9" below the first letter of your first name so  
that the "9" is below both lines.

2. Have Fun Following Directions, by Bev Armstrong: Students  
will be given 32 problems through the year which ask them to  
follow oral directions.

Sample problem: Draw a Dinosaur

1. Draw an egg shape for the body
2. Add four rectangles for the legs
3. Give your dinosaur a long tail
4. Make a neck by drawing two lines
5. Draw a small egg shape for the head
6. Add an eye and a mouth

### 2nd Grade:

1. Following Directions, Book B, by Anita Harndek: This book  
contains directions problems of a medium difficulty level.  
Teachers and students will read the problems together, the  
teacher reading aloud while the students read silently and  
attempt to follow directions given.

Sample problem:

1. In about the center of your paper, draw a square so that  
one of its sides goes the same way as an edge of your paper.
2. If you always get to school at least two hours early, draw  
a line from the upper left corner of the square to the lower  
right corner of the square. If you always get to school at  
least two hours late, draw a line from the upper right  
corner of the square to the lower left corner of your paper.  
Otherwise, draw a circle inside the square.

## Critical/Creative Thinking Skill Development Con't.

3. Draw a line from the upper left corner of the square to the lower left corner of your paper.
  4. Going clockwise, take the next corner of the square and the next corner of your paper and do the same thing.
  5. Repeat direction 4 twice.
  6. Write "4" on the last line you drew, "3" on the line before that, "2" on the line before that, and "1" on the line before that.
2. Have Fun Following Directions, by Bev Armstrong: Students will be given 32 directions problems throughout the year which ask them to follow verbal directions.

Sample Problem: Sketch a Stegosaurus

1. Draw a half-circle on your paper
2. Add 4 squares to make the legs
3. Add a long rectangle for the tail
4. Draw 4 horns on the tail
5. Now give your stegosaurus a head
6. Draw triangles for the stegosaurus's bony back plates

### 3rd Grade:

1. It's Magic by Shirley Spillman: Student will read and follow directions to complete simple magic tricks.

Sample problem: Think of a Number

Tell someone to think of a number without telling you.

Tell him to double it, then multiply by 5 and tell you the answer.

You then tell him the first number he thought of.

(Here's How: The answer will always have a zero on the end. Leave off the zero and call out the remaining number. For example: If his number was 4,  $4 + 4 = 8$ ;  $8 \times 5 = 40$ . Drop the 0 and have the number 4)

## Critical/Creative Thinking Skill Development Con't.

eyes, a curved beak, rather short legs, etc. More than one bird has each of the characteristics, but only the worrap has them all. A total of 12 characteristics are listed.

## 2. Analytical Thinking Skills Con't

B. Analogies: Students will be encouraged to argue about analogies using progressively more difficult problems, studying analogies in relation to antonyms and synonyms.

### Sample Analogies by Grade Level

#### 1st Grade

Directions: Each line contains five terms. Read these five terms. Four of the five terms have something in common. The other term does not have this common factor. Write what the common factor is, and write the term which doesn't belong.

Note: For early readers, the teacher will read these directions aloud, and students will work on the analogy problems orally.

1. greater, larger, more bigger, same
2. immense, enormous, deserted, huge, mammoth
3. auto, bicycle, ice skate, roller skate, scooter
4. candy bar, popcorn, potato chips, soda pop, steak

#### 2nd Grade

EARLY	LATE	AHEAD	
FAST	SLOW	RUN	
FRONT	BACK	STREET	
LIGHT	DARK	DAY	
PAST	FUTURE	BEFORE	

AFTER, ALLEY, BEHIND, CRAWL, NIGHT

Students must choose the correct word to fill in the box at the end of each column.

# Analogies Con't.

## 3rd Grade

3

4

DOWN	UP		
GO IN	GO OUT		
LAUGH	CRY		
OLD	NEW		
UP	DOWN		

Column three: basement, enter, mouth, rise, stale

Column four: eyes, fall, fresh, leave, roof

Students are asked to fill in the last two columns with correct words from the choices given.

## 4th Grade

2

3

4

LIPSTICK			
PALM			
PULMONARY			
TASTE			
WIG			

Column two: hand, head, lungs, mouth, tongue

Column Three: coronary, dentures, hear, mascara, sole

Column Four: ear, eyes, foot, heart, mouth

3. Inductive Thinking Skills: 3rd and 4th grade students will be introduced to a variety of inductive thinking problems in four areas: inferences, cause and effect, relevant information, and open-ended problems. Four books published by Midwest Publications, Inc. will be used. Purposes and one sample from each of the four areas are given below. Teachers will choose problems based upon their perceptions of the students' abilities to discuss and solve the problems.

1. Inferences: Students will be asked to read the information given and to make inferences based upon the facts given.

Sample Problem:

Companies which make children's toys and games sponsor many TV shows aimed at children on Saturdays. To sponsor a show costs the company a lot of money, of course. Now think about these two things:

1. A company does not pay money to sponsor a TV show unless it thinks it will make the money back (and more besides) by selling the products it advertises.
  2. Children are usually the only ones who watch these shows. And usually, children do not have the money to buy the products advertised.
    - a. Do these facts seem to be in conflict with each other?
    - b. So why do you suppose the toy and game companies keep sponsoring these Saturday TV shows?
2. Cause and Effect: Problems are designed to help students learn to distinguish between events which have a cause and effect relationship, and events which are merely simultaneous, sequential, coincidental or somehow related. Students will also be asked to decide which is the cause and which is the effect.

Sample Problem:

Larry lives in Iowa. He doesn't like school. He has to go to school in the fall and winter and spring when the weather is cold to warm. But in the summer when it's warm all the time, there is no school. He knows it's always warm in southern Texas. He wants his parents to move there so that he'll never have to go to school. What do you think of his reasoning?

3. Relevant Information: Problems are read aloud to the students, and students, by class discussion and argument, decide which statement is relevant and which is irrelevant.

Sample Problem:

Mrs. Farian works as a receptionist. She was an hour late in getting to work one morning. Her boss asked her how come. Tell whether or not each of the following explanations is relevant.

- a. She said her mother had telephoned her just as she was ready to leave for work.
- b. She said her car had run out of gas on the freeway.
- c. She said she'd tried to call her boss at home, but he had already left for work.
- d. She said she forgot to set her alarm clock and overslept.
- e. She said she had trouble getting her car started this morning.
- f. She said her morning newspaper was late being delivered.

4. Open-Ended Problems: Students are asked to discuss and analyze everyday life problems to arrive at possible solutions.

Sample Problem:

There are a great many deaths from traffic accidents every year. It has been estimated that over 50% of fatal accidents involve drivers who have been drinking alcohol just before driving.

What do you think should be done to reduce the number of fatal traffic accidents?

2. Who's Following Directions, by Bev Armstrong: Students will be given 32 problems throughout the year in which they must read and follow directions.

Sample problem: Pick a Pooch

On one page, 9 members of the Thompson family are shown. The family wishes to adopt a dog. Each of the nine members has a specific thought about the kind of dog he or she wants.

Students are asked to read each of the 9 statements and then to circle one of 10 dogs drawn on the opposite page which fits the directions of all 9 family members.

#### 4th Grade:

1. It's Magic by Shirley Spillman: Student will read and follow directions to complete simple magic tricks.

Sample problem: Bunny From the Hole

You say, "This pencil is an Easter Bunny". The pencil will slowly rise and jump out of your hand. Here's how: The pencil is pushed into your fist onto a rubber band held over a finger. Hold the pencil tightly, then let it go slowly. Finally let it jump up in the air.

2. Who's Following Directions by Bev Armstrong: Students will be given 32 problems throughout the year in which they must read and follow directions.

Sample problem: Bird in the Bush

Students are given a page on which are drawn 10 strange looking birds, one of which is the rare Worrapp. Following the list of characteristics written of worrapps, students must choose the worrapp. Characteristics include such things as: large staring

Evaluation Procedure: To evaluate students' progress in the area of critical/creative thinking skill development, teachers will select one pre-test and one post-test sample of each area. These samples will be of equal difficulty and will be used as instruments to determine progress of each student in skill development.

#### IV. Creative Writing:

The objective of any creative writing unit is to allow students the opportunity to express their ideas freely on a variety of topics in a non-threatening way. Often, it is difficult to remove self-imposed restrictions which a child has internalized during his first year or two of public schooling. Too often, a child is concerned about a right way and a wrong way to complete any activity, and this attitude must be overcome before true creative thinking and writing can be produced.

The writing portion of the gifted language arts program is sequential, beginning with the creative use of words and phrases (1st grade), sentences and paragraphs (2nd and 3rd grade), and progressing to full essays and stories (4th grade).

Primary resource materials for the creative writing unit are:

1. The Good Apple Creative Writing Book, by Gary Grimm and Don Mitchell, Good Apple, Inc., Carthage, Il.
2. Illinois Assoc. of Teachers of English Bulletin, Fall 1980, (Practical Ideas and Strategies For Teaching Elementary Composition and Creative Writing)

##### A. 1st Grade

1. Objective: Students will learn to use words and phrases in unique and creative ways.



## 2. Sample Activities

- a. Hink-Pink: Create 2 one-syllable word combinations answering a word game riddle. The words must rhyme.  
Examples: plump feline = fat cat  
              beautiful animal = pretty kitty  
              smart insect = sly fly  
              insane flower = crazy daisy
  - b. Graffiti Murals: Outline a section of blackboard with construction paper. Supply colored chalk. Titles at top may be changed and include: Things That Make Me Mad, Brothers and Sisters Are . . . , Saturdays Are . . . , Students will contribute words or phrases which relate to the title.
  - c. Twenty Words: Have students list 20 words they like because of their sounds, meanings, etc. Next they will combine words into pairs and phrases changing endings and forms of words, if they wish.
3. Evaluation: Evaluation of a student's progress will be completed by the teacher and student. No grade or rating will be assigned to the student's work.

## B. 2nd Grade

1. Objective: Students will learn to combine phrases and sentences to express creative thoughts, feeling, and/or ideas.
2. Sample Activities
  - a. Design a label: Students will cover tin cans with plain white paper labels. Students will create own labels for a chosen product (real or imaginary) using as many unique and descriptive words as possible.
  - b. Advertisement Poster: Think about a product you might like to sell (real or imaginary). Draw a sketch of the product. Mess around with your drawing to make it more attractive and appealing. Write a good slogan. Make a final copy on construction paper to be displayed on the wall.

- c. Greeting Cards: Make 3 greeting cards. Each should be a different type for a different occasion.

C. 3rd Grade

1. Objective: Students will acquire ability to develop descriptives, comparisons, and paragraphs in unique and creative ways.

2. Sample Activities

- a. Newspaper Headlines: Look at 5 newspaper headlines in the headlines folder. Write a one-sentence statement telling what you think the story is about. Write news headlines for 5 stories you have recently read. Write a headline for each of the following:

1. Little Red Ridinghood
2. the end of a war
3. the death of a famous person

Write a short newspaper story for any 3 of the following headlines:

1. The President Returns
2. Air Crash Kills and Injures 72
3. Donnie Osmond Wins Award
4. Bomb Threat!
5. Sellout - Tonight - At Stadium

- b. Creative Comparisons: Write short paragraphs comparing 1 of the following:

1. How is a beehive like Chicago?
2. How is the Queen Bee like the Queen of England?
3. How is the bark on a tree like a fur coat?

- c. A Restaurant All My Own: This activity may be done individually or as a group. This project involves 11 activities:

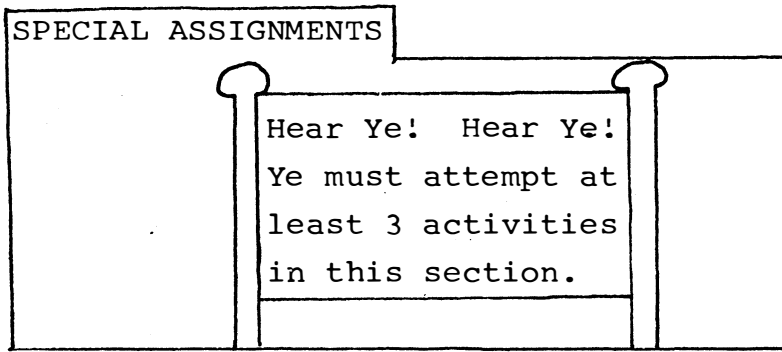
1. Decision as to type of restaurant. (taceo, drive-in, pizza parlor, very very fancy, etc.) Think of 10 possible names. Then write the best name.

2. Make a list of jobs to be filled before the restaurant opens. How many will you hire? What qualifications will they have to have? Design an application form for people who want jobs in your restaurant.
  3. Draw several ways of printing, writing, or designing the name of your restaurant. Choose the best official way.
  4. Design a menu with prices for your restaurant. Make a sample bill.
  5. Make a list of words used in your first 4 activities that you need to learn the meaning of and how to spell. Learn them.
  6. Make a list of good things about owning your own restaurant. Make a list of bad things about owning your own restaurant.
  7. If business gets bad, make a list of things you will try to do to make business better.
  8. Draw a picture of the front of your restaurant.
  9. Write a story about how one non-living object feels in your restaurant. You could choose a chair, a table, the cash register, the carpet, milkshake maker, etc.
  10. Decide on "The Special of the House." Draw a picture of it and write the secret recipe.
  11. Write an advertisement for a radio station. Try to include a catchy jingle or phrase.
3. Evaluation: Students and teacher should evaluate each project jointly. A grade or rating should not be given.

D. 4th Grade

1. Objective: Students will develop complex creative writing projects involving acquired skills from grades 1 - 3.
2. Sample Activities
  - a. Creative writing center: By grade 4, gifted students should be writing at a mature level. Their writing

projects will be more complex but involve more choices. The creative writing center will include a file of 3x5 cards upon which will be activities divided into sections. Required number of assignments and deadlines should be given by grade 4. Typical section cards will be as follows:



Possible sections will include:

- Just Suppose
- Descriptions
- Plots
- About Yourself
- Writing Letters
- Titles
- Rewriting Famous Stories

A typical activity card will be as follows:

<p>Write 2 want ads. One for something you would like to sell and one for something you would like to buy.</p> <p>Actual ads from the newspaper will be glued to the card as examples.</p>
--

Other activity cards will include:

1. Write a critique of a TV program you recently saw.
2. Write a newspaper article about something that happened in your neighborhood.
3. Design a magazine advertisement page for a new product you invented called "FARFELS".
4. Invent a new word and develop a dictionary entry for it.
5. Design a book jacket for a book you recently read.
6. Change the ending of a fairy tale to make it sad rather than happy.

- b. Flip - A - Plot: Four separate sets of cards will be constructed (by the students) containing pictures which depict 1) characters 2) objects 3) where 4) conditions. Students will select one card from each set and create a story based on the 4 cards.

Possibilities Include:

1. Characters -  
handsome prince  
Mother Nature  
Super Chicken  
The butler  
A green giraffe  
The Man From Glad
2. Objects -  
electric skateboard  
magic apple  
bionic arm  
talking flower  
100 lb. football  
speeding train
3. Where -  
White House  
on a runaway reindeer  
aboard a UFO  
floating on a cloud  
riding a falling star  
locked in school at night

4. Other conditions -  
it's raining cats and dogs  
butterflies by the millions  
1,000 pounds of butter melting  
an erupting volcano  
an airplane without a pilot  
a crackling fire  
falling, falling, falling

3. Evaluation: Assignments should be equally graded on:  
creativity (1/3), grammar (1/3), neatness and  
spelling (1/3). Students should be consulted  
about grades, spelling and neatness. A chance  
for revision should be given at this level. A  
student progress chart will be kept noting which  
assignments were chosen, dates of completion,  
and results of student/teacher conference.

E. Creative Writing Topics: To be used at all 4 levels as desired.

1. All About Me (75 topics total)

Examples: My Favorite Toy

When I was Little. . .

Silly Things I've Done

When I'm Alone, I like to . . .

The Best (worst) Thing That Ever Happened To Me

2. My Impressions (56 topics)

Examples: Wading In A Mud Puddle is . . .

The Feel of Velvet

Christmas Morning

My Sneakers

The Smell at the Dentist's Office

3. Exploring My World (68 topics)

Examples: In The Rain I can . . .

Without Electricity

I think George Washington would be amazed to see. . .

My First Home Run

Encounter With A Snake

4. If I Were . . . (22 topics)

Examples: A bumblebee  
A dream  
A falling star  
A talking parrot  
A raindrop

5. My Thoughts (57 topics)

Examples: I Wonder Why  
The Things I Fear  
Ten Things In The World I Would Change  
I Like To Rake Leaves Because . . .  
The Best Age To Be

6. My Ideas (35 topics)

Examples: Teachers Should Think About . . .  
Secrets Are . . .  
War Means . . .  
A Mother (Father) Is . . .  
Avoiding Cleaning My Room

7. My Dreams (18 topics)

Examples: I'm Glad It Was Only A Dream  
I Dreamed I Was A Spaceship And . . .  
I'm Going To Ask Santa For . . .  
When I Grow Up, I'm Going To . . .  
If I Went To The Moon

8. My Actions (19 topics)

Examples: If I Was Snowed In, I Would . . .  
When I Am Sick, I . . .  
I Laugh When . . .  
I Cry When . . .

Early Tomorrow Morning, I'm Going To Run Away. Here  
Are My Plans.

9. My Values (17 topics)

Examples: In My Free Time, I like To . . .  
Brotherhood Means . . .  
I Am Thankful For . . .  
Being Lazy Didn't Pay Off When . . .  
Honesty Means . . .

10. Personal (23 topics)  
Examples: If I Were President . . .  
People Think I Am . . .  
If I Could Make One Phone Call, I Would Call . . .  
Next Year I'm Going To . . .
11. Studying People (30 topics)  
Examples: A Friend Is . . .  
I Admire ...  
My Favorite Relative  
He Made Me Laugh  
The Strangest Person I Know
12. Plants and Animals (25 topics)  
Examples: A Big Fish Story  
Life Under A Rock  
How The Skunk Got His Smell  
Consider The Mighty Ant  
The Life of a Lemon
13. Stories (35 topics)  
Examples: Fractured Fairy Tale  
My Invisible Friend  
The Trial  
Caught In The Act  
The Discovery of Bubble Gum
14. Special Days (21 topics)  
Examples: My Favorite Day  
A Halloween Surprise  
The Year Santa Was Lazy  
April Fool's Day
15. Science Fiction and Tall Tales (15 topics)  
Examples: Electronic Brains In School  
Running Away To Outer Space  
The Time Machine  
The Polar Voyage  
Fabulous Insects



16. Mystery Stories (18 topics)

Examples: The Lost Lollipop  
Mystery of the Missing Sneaker  
The Robbery of the Lunch Money  
The Telephone Mystery  
The Ghost of Allen's Alley

17. Autobiographies (9 topics)

Examples: Life of An Ice Cream Cone  
Adventures of a Ball Point Pen  
Life of a Special T-Shirt

APPENDIX B

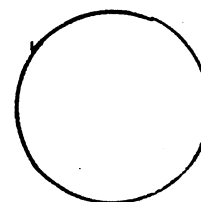
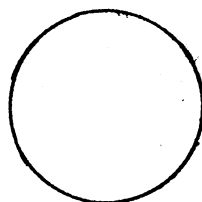
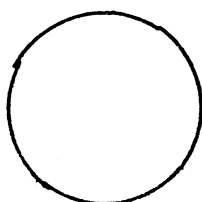
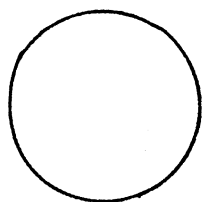
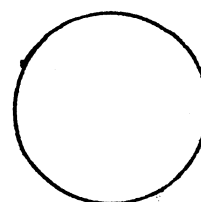
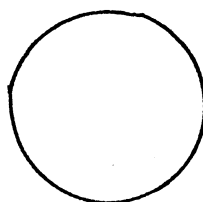
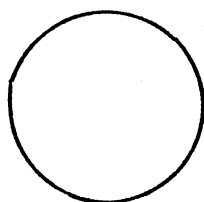
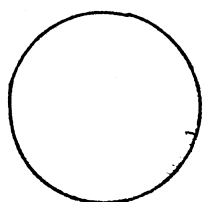
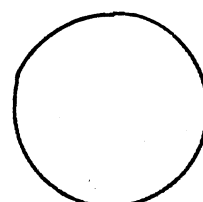
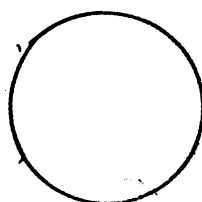
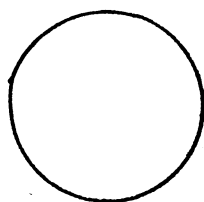
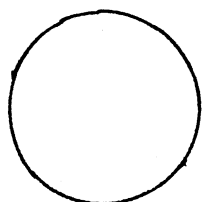
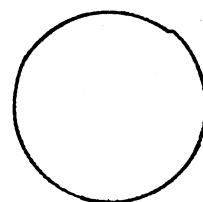
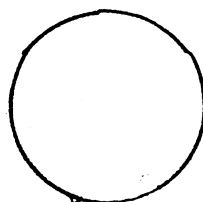
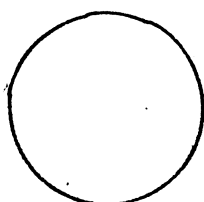
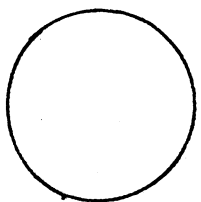
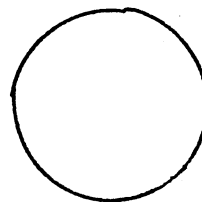
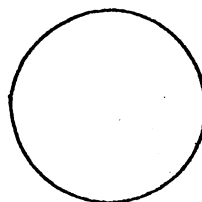
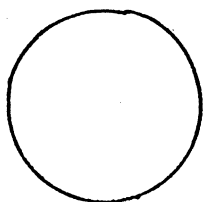
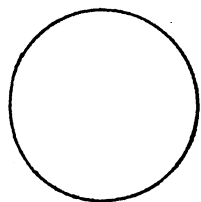
INSTRUMENTS

1. Fluency \_\_\_\_\_

3. Flexibility \_\_\_\_\_

2. Originality \_\_\_\_\_

4. Elaboration \_\_\_\_\_



KINDERGARTEN CHECKLIST

School \_\_\_\_\_

Teacher \_\_\_\_\_

When compared with other children in the kindergarten, which of your children possess, to a marked degree, some of the following characteristics? Be particularly observant of the youngest children in the class. Please do not exclude any child because of a speech defect.

- 1. Has unusually good vocabulary.
- 2. Has ideas which are often very original in one or more areas (block play, free activities, art, sharing)
- 3. Is already reading.
- 4. Is alert, keenly observant; responds quickly.
- 5. Has an unusually good memory.
- 6. Has a long attention span.
- 7. Uses longer sentences.
- 8. Reasons things out, thinks clearly, recognizes relationships, comprehends meanings.
- 9. Is curious about many things; asks many questions.
- 10. Recognizes, on his/her own, some words in books.

If you have any students who exhibit at least three of the above characteristics, please list their names on the spaces below. Following each name, list the number of all characteristics which fit that student:

<u>Pupil's Name</u>	<u>Characteristics</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

MT. ZION GIFTED PROGRAM

ELEMENTARY TEACHER NOMINATION FORM

School \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

On the spaces provided following each characteristic below, please write in the names of one or two children (or more) who come to mind first. This should be done as free association and very rapidly, and you may not want to fill every space.

1. Learns easily \_\_\_\_\_
2. Original, imaginative \_\_\_\_\_
3. Widely informed \_\_\_\_\_
4. Persistent, self-directed \_\_\_\_\_
5. Common sense \_\_\_\_\_
6. Inquisitive, skeptical \_\_\_\_\_
7. Informed in unusual areas \_\_\_\_\_
8. Occasional resistance to direction \_\_\_\_\_
9. Regjection of detail \_\_\_\_\_
10. Outstanding Vocabulary  
Verbally Fluent \_\_\_\_\_
11. Independent worker \_\_\_\_\_
12. Versatile - many interests \_\_\_\_\_
13. Has unusual insights \_\_\_\_\_
14. Reading significantly  
above grade level \_\_\_\_\_
15. Sense of humor \_\_\_\_\_
16. Logical \_\_\_\_\_

17. Invents own systems and methods, sometimes conflicting with  
the acceptable \_\_\_\_\_
18. Dislike for routine  
and drill \_\_\_\_\_
19. Stubbornness \_\_\_\_\_
20. Lack of homogeneity in  
group work \_\_\_\_\_
21. Resistance to interruption \_\_\_\_\_
22. High level of sensitivity \_\_\_\_\_

MT. ZION GIFTED PROGRAM

ELEMENTARY TEACHER CHECKLIST

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

1. What characteristics in this child seem special to you?
  
2. Are you aware of any experiences of this student suggesting that he/she has special gifts or talents (early reading, creations, activities, etc.)? Describe in specific terms.

In the following items, check the column which best describes the child's functioning:

1 = Rarely      2 = Occasionally      3 = Often      4 = Most of the time

1. Learns rapidly and easily
2. Thinks clearly, recognizes implied relationships, comprehends meanings
3. Reads above grade level
4. Retains what he/she has heard or read without appearing to need much rote or drill
5. Is independent, individualistic self-sufficient
6. Is curious, investigative
7. Asks penetrating, searching questions
8. Has long attention span
9. Produces original products or ideas
10. Prefers complex ideas


Sample letter to accompany Parent Questionnaire

Dear Parent:

Your child is presently being considered for placement in the gifted reading/language arts program for the 1981-82 school year. Initial screening has been completed on the basis of standardized test scores in the areas of verbal ability, reading and English.

At this point, we ask your cooperation in filling out the attached form and returning it in the envelope provided. Please be assured that all information will be strictly confidential and will be used only for gifted placement consideration.

Should your child be selected for placement, you will be notified and given the option of consent. If you have any questions about the program at this time, or if I may be of any assistance to you in the completion of this form, do not hesitate to phone me at the high school office. Thank you for your cooperation.

Sincerely,



MT. ZION GIFTED PROGRAM

PARENT QUESTIONNAIRE

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Birthday \_\_\_\_\_ Age \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

List ages for the following (in months or years and months)

Start of Talking \_\_\_\_\_ Learned Alphabet \_\_\_\_\_

Use of Sentences \_\_\_\_\_ Learned to Read \_\_\_\_\_

1. Describe any early indication of superior ability:

2. Father's vocational goal for child (be specific)

3. Mother's vocational goal for child (be specific)

4. Things the family does together

5. Child's recreational choices

6. Choice of playmates (ages, numbers, etc.)

7. Preferences when he/she is alone

8. Child's reading interests

9. Amount of child's reading per week (estimate)

10. Child's hobbies and collections

11. Child's special talents or skills

Please check according to your rating:

- |                |                       |
|----------------|-----------------------|
| 1 - not at all | 4 - more than average |
| 2 - somewhat   | 5 - exceptional       |
| 3 - average    |                       |

1. Has verbal behavior characterized by "richness" of expression, elaboration, and fluency.
2. Possesses a large storehouse of information about a variety of topics beyond the usual interest of those his/her age.
3. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick".
4. Has a ready grasp of underlying principles and can make valid generalizations about events, people, or things; looks for similarities and differences.
5. Is a keen and alert observer; usually sees more or gets more out of a story, film, etc.
6. Does a great deal on his/her own; does not avoid difficult problems.
7. Tries to understand complicated materials; reasons things out; sees logical and common sense answers.
8. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion - sometimes it is difficult to get him/her to move on to another topic or task.
9. Is easily bored with routine tasks.
10. Is self-critical; strives toward perfection.
11. Is interested in many adult problems such as religion, politics, - more than usual for age level.


MT. ZION GIFTED PROGRAM

ELEMENTARY STUDENT INTEREST INVENTORY

Name \_\_\_\_\_

Grade \_\_\_\_\_

Teacher \_\_\_\_\_

1. What school subjects do you like best?

\_\_\_\_ Reading

\_\_\_\_ Math

\_\_\_\_ Social Studies

\_\_\_\_ Spelling

\_\_\_\_ Science

\_\_\_\_ Art

\_\_\_\_ Music

\_\_\_\_ P.E.

2. How many books do you read at home in one week?

3. What are the names of some of the books you really liked?

4. How often do you go to the library?

5. Do you read the newspaper?

6. If you do read the newspaper, underline the parts that you read a lot:

Advertisements

News

Editorials

Weather

Comics

Sports

Horoscope

7. Do you like to read magazines or comic books?

8. Underline the names of the places where you have been. Put a check by the ones you would like to visit again.

Museum

Art Gallery

Beach

Observatory

Planetarium

Circus

Ball Game

Manufacturing Plant

A Large Boat

Zoo

A Dam

Mountains

Airport

Aquarium

Broadcasting Station

9. Write anything you want to about yourself:

Answer the following statements by placing a Y for yes or an N for no.

- 1. I am curious about many things and like to learn about new things.
- 2. I can create ideas or solutions to problems on my own.
- 3. It is easy for me to work hard on my schoolwork and projects and not be bothered by others.
- 4. I like to talk with adults and ask them questions about things I am learning or want to learn.
- 5. I like to know how and why things happen; I like to search for answers.
- 6. I like hard problems, schoolwork, and materials.
- 7. I like to use my imagination to write plays, stories, do art work, make up games, etc.
- 8. I like to read newspapers, magazines, and books.
- 9. I feel I do well in my school work.
- 10. I like to be the leader of a group.
- 11. I am interested in what is happening in my city, state, country, and the world.

SAMPLE PARENT NOTIFICATION LETTER

Dear Parent:

Your son/daughter, \_\_\_\_\_ has been selected for the Gifted Reading/Language Arts Program for the 1981-82 school year. Selection is based upon standardized test scores, teacher recommendation, and past performance records.

The entire program is a sequential, grade 1 - 4 course of study which offers greater challenge to the superior reading/language arts student. Typical content includes:

1. reading enrichment
2. vocabulary growth
3. critical/creative thinking skill development
4. creative writing

The decision to place your child in a gifted program is an important one. Please discuss this with him/her, and, as soon as possible, return the attached form to the office.

Review for student placement is conducted each year, and you will be notified if, at any time, it is felt that the gifted program no longer serves your child's needs.

If you have any questions, or if I may be of any assistance as you make this decision, do not hesitate to phone me.

Sincerely,

---

Gifted Program Coordinator

MT. ZION GIFTED PROGRAM

PARENTAL CONSENT FORM

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Date

The Mt. Zion Public Schools has permission to place the above named student in the Gifted Program.

I understand that enrollment in this program may be terminated by either the parent or the school, when either feel that the student's needs are not being met by continued enrollment.

\_\_\_\_\_  
Parent and/or Guardian

\_\_\_\_\_  
Date

I DO NOT wish to have the above named child placed in the Mt. Zion Gifted Program at this time.

\_\_\_\_\_  
Parent and/or Guardian

\_\_\_\_\_  
Date

SAMPLE PARENT REJECTION NOTIFICATION

Dear Parent:

The screening and identification process for the Gifted Reading/Language Arts Program has been completed. It was the decision of the Screening/Placement Committee that the program would not meet your child's needs at this time.

Review for student placement is conducted each year, and you will be notified, if, at any time, it is felt that your child should be placed in the program.

Attached is a copy of the appeals procedure if you should feel that the Committee's decision was inappropriate in your child's case.

If you have further questions, or if I may be of any assistance, do not hesitate to phone me.

Sincerely,

---

Gifted Program Coordinator

## MT. ZION GIFTED PROGRAM

### APPEALS PROCEDURE

- Step 1 Those who feel the decision of the District Screening/Placement Committee is inappropriate should contact the Program Coordinator at the High School Office. The Coordinator shall appoint an impartial Screening/Placement Committee to review all available information on the student. This special Screening/Placement Committee shall make its recommendation to the Program Coordinator who shall inform the parents of the decision.
- Step 2 If the parties involved cannot reach agreement, the Associate Superintendent, after considering all available information, will make the final decision regarding placement of the student in the Gifted Program.



APPENDIX C

LOG

## FIELD EXPERIENCE - TIME ACCOUNTABILITY

Meeting with District Coordinator.....		18 hours
August 13, 1980	Writing outline of program	
August 14, 1980		
Sept. 15, 1980	Screening teacher availability list	
October 6, 1980	Developing needs assessment	
November 10, 1980	Reviewing needs assessment	
December 3, 1980	Developing goals and objectives guidelines	
January 12, 1981	Reviewing goals and objectives	
February 9, 1981	Evaluation of teachers	
March 23, 1981	Developing student screening procedures	
April 6, 1981	Reviewing process	
Meeting with Regional V Directors.....		4 hours
October 17, 1980	Program development, Decatur	
March 11, 1981	Program development, Urbana	
Meeting with Committee.....		14 hours
October 14, 1980	Needs assessment	
November 18, 1980	Needs assessment	
January 20, 1981	Establishment of goals & objectives for)	
February 10, 1981	reading/language arts program	)
March 18, 1981	Screening and Identification	
April 7, 1981	Screening and Identification	
Meeting with Principals.....		4 hours
Sept. 10, 1980	Introduction	
November 12, 1980	Teacher selection	
March 11, 1981	Explanation of screening	
April 8, 1981	Explanation of Curriculum	
Meeting with Teachers.....		27 hours
Sept. 17, 1980	Introduction	
January 27, 1981	Initial screening meeting	
March 10, 1981	Evaluations of curriculum development	
April 30, 1981	Curriculum development 1st grade teachers	
May 1, 1981	Curriculum development 2nd grade teachers	
May 4, 1981	Curriculum development 3rd grade teachers	
May 5, 1981	Curriculum development 4th grade teachers	
Screening and Identifying Students.....		20 hours
Nov. 3-5, 1980	Administering STS	
Feb. 9-11, 16-18	Administering Torrance	
25-27, 1981		
March 2-4, 1981	Administering CAT	
April 14-15, 1981	Administering Metropolitan Reading Readiness	

FIELD EXPERIENCE - TIME ACCOUNTABILITY CONT.

Attending Gifted Meetings and Conferences.....45 hours

June 18-22, 1980	Region V Training Workshop, Lebanon
Sept. 29-30, 1980	Basic Skills Seminar, Springfield
Oct. 20-22, 1980	State Gifted Conference, Chicago

Preparation of Paper.....70 hours

Total 202 hours

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